

Draft Recommendations Side by Side—Grade 5

Current English Language Arts and Reading TEKS	TEKS Review Committee Draft Recommendations
<p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select text and read independently for a sustained period of time;</p> <p>(C) use appropriate rate, accuracy, and prosody when reading grade-level text;</p>
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>(C) produce analogies with known antonyms and synonyms;</p> <p>(D) identify and explain the meaning of common idioms, adages, and other sayings; and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) develop vocabulary by:</p> <p>(i) use a variety of resources print, digital and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words</p> <p>(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;</p> <p>(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including terr, chrono, audi, geo, dict, ject, and photo;</p> <p>(iv) identify the meaning of base words with affixes including: de-, trans-, super-, anti-, mid-, semi-, -al/ial, -ive, -ous/-eous/-ious, and -logy;</p> <p>(v) investigate word relationships such as antonyms, synonyms, and analogies;</p> <p>(vi) differentiate between commonly confused terms such as its, it's; affect, effect; and</p> <p>(vii) identify and explain the meaning of idioms such as “green with envy” and adages such as “look before you leap”;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(F) respond to various sources embedding acquired vocabulary as appropriate.</p>

<p>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p> <p>(B) describe the phenomena explained in origin myths from various cultures; and</p> <p>(C) explain the effect of a historical event or movement on the theme of a work of literature.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) discuss similarities and differences across a variety of sources.</p> <p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary texts including:</p> <p>(iv) explaining multiple themes and ideas not explicitly stated within and across texts.</p>
<p>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(E) understand and identify elements of poetry, including internal rhyme, onomatopoeia, and rhyme scheme found in various forms of poetry; and</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.</p>
<p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) discuss similarities and differences across a variety of sources.</p> <p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary texts including:</p> <p>(v) identifying the elements of a play, including acts, scenes, stage directions, and scripted dialogue.</p> <p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p>

	<p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.</p>
<p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and</p> <p>(C) explain different forms of third-person points of view in stories.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary texts including:</p> <p>(i) analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution including non-linear elements such as flashback</p> <p>(ii) explaining the significance of the setting of the plot, including historical setting;</p> <p>(iii) explaining the roles and functions of characters including their relationships and conflicts.</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.</p>
<p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.</p>
<p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.</p>	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(E) identify and analyze how an author's use of language contributes to the mood and tone of a text;</p>

	(D) understand how author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes;
<p>(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select text and read independently for a sustained period of time;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) paraphrase or summarize texts in ways that maintain meaning and logical order and.</p>
<p>(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p>	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(F) identify and analyze the use of literary devices including omniscient and limited point of view to achieve a specific purpose;</p> <p>(B) understand how text structure contributes to an author's purpose;</p>
<p>(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p>(B) determine the facts in text and verify them through established methods;</p> <p>(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;</p> <p>(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p> <p>(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) paraphrase or summarize texts in ways that maintain meaning and logical order and.</p> <p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including</p> <p>(i) using features, including, insets, timelines, and sidebars, to locate, explain, or use information and gain understanding of text</p> <p>(ii) explain how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order support the main ideas</p>

	<p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.</p>
<p>(12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and</p> <p>(B) recognize exaggerated, contradictory, or misleading statements in text.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including</p> <p>(i) identifying the thesis and explain how the author has used facts for or against an argument and verifying the facts</p>
<p>(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and</p> <p>(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including insets, timelines, and sidebars, to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) explain how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order support the main ideas;</p> <p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.</p>
<p>(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and</p>

<p>meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p> <p>(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p> <p>(C) identify the point of view of media presentations; and</p> <p>(D) analyze various digital media venues for levels of formality and informality.</p>	<p>purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p>
<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading, and Writing Using Multiple Texts. Students use the modes of writing/discourse and-the-writing process to compose multiple texts.-The student is expected to:</p> <p>(A) plan a first draft by selecting a genre using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>(B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;</p> <p>(C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(E) publish draft in response to feedback and evaluate its effectiveness such as using a rubric</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by</p> <p>(i) developing an engaging idea reflecting depth of thought with specific details and relevance</p> <p>(ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing</p> <p>(iii) using intentional word choice, precise nouns, and strong actions verbs</p> <p>(iv) constructing a variety of sentence structures and lengths</p> <p>(v) using author’s craft to develop voice</p>
<p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that include:</p> <p>(i) a clearly defined focus, plot, and point of view;</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading, and Writing Using Multiple Texts. Students use the modes of writing/discourse and-the-writing process to compose multiple texts.-The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and author’s craft including personal narratives, fiction such as realistic or historical, and poetry</p>

<p>(ii) a specific, believable setting created through the use of sensory details; and</p> <p>(iii) dialogue that develops the story; and</p> <p>(B) write poems using:</p> <p>(i) poetic techniques (e.g., alliteration, onomatopoeia);</p> <p>(ii) figurative language (e.g., similes, metaphors); and</p> <p>(iii) graphic elements (e.g., capital letters, line length).</p>	
<p>(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading, and Writing Using Multiple Texts. Students use the modes of writing/discourse and-the-writing process to compose multiple texts.-The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and author’s craft including personal narratives, fiction such as realistic or historical, and poetry</p>
<p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create multi-paragraph essays to convey information about the topic that:</p> <p>(i) present effective introductions and concluding paragraphs;</p> <p>(ii) guide and inform the reader's understanding of key ideas and evidence;</p> <p>(iii) include specific facts, details, and examples in an appropriately organized structure; and</p> <p>(iv) use a variety of sentence structures and transitions to link paragraphs;</p> <p>(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading, and Writing Using Multiple Texts. Students use the modes of writing/discourse and-the-writing process to compose multiple texts.-The student is expected to:</p> <p>(H) compose informational texts using genre characteristics and author’s craft such as essays and biographies</p> <p>(J) compose correspondence such as email or blog</p>
<p>(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading, and Writing Using Multiple Texts. Students use the modes of writing/discourse and-the-writing process to compose multiple texts.-The student is expected to:</p> <p>(I) compose argumentative texts using genre characteristics and author’s craft such as editorials</p>
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading, and Writing Using Multiple Texts. Students use the modes of writing/discourse and-the-writing process to compose multiple texts.-The student is expected to:</p>

<p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (irregular verbs and active voice); (ii) collective nouns (e.g., class, public); (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., all, both, nothing, anything); (vii) subordinating conjunctions (e.g., while, because, although, if); and (viii) transitional words (e.g., also, therefore); <p>(B) use the complete subject and the complete predicate in a sentence; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>	<p>(D) edit drafts edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including:</p> <ul style="list-style-type: none"> (i) use complete simple, complex, and compound sentences with correct subject-verb agreement; (ii) use irregular verbs and active voice; (iii) use collective nouns class-and public; (iv) use descriptive adjectives including those indicating origin-and their comparative and superlative forms (v) use adverbs that convey frequency and intensity; (vi) use prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vii) use indefinite pronouns including all, both, nothing, or anything); (viii) use subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor.
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) use capitalization for:</p> <ul style="list-style-type: none"> (i) abbreviations; (ii) initials and acronyms; and (iii) organizations; <p>(B) recognize and use punctuation marks including:</p> <ul style="list-style-type: none"> (i) commas in compound sentences; and (ii) proper punctuation and spacing for quotations; and <p>(C) use proper mechanics including italics and underlining for titles and emphasis.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) write legibly in print and cursive;</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading, and Writing Using Multiple Texts. Students use the modes of writing/discourse and-the-writing process to compose multiple texts.-The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <ul style="list-style-type: none"> (x) use capitalization for: abbreviations, initials, acronyms, and organizations; (xi) use punctuation marks including-commas in compound and complex sentences; quotation marks in dialogue; and proper italics and underlining for titles and emphasis;
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and</p>

<p>(i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);</p> <p>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</p> <p>(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</p> <p>(B) spell words with:</p> <p>(i) Greek Roots (e.g., tele, photo, graph, meter);</p> <p>(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);</p> <p>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</p> <p>(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</p> <p>(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p> <p>(E) know how to use the spell-check function in word processing while understanding its limitations.</p>	<p>morphology to communicate decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) develop vocabulary by:</p> <p>(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including terr, chrono, audi, geo, dict, ject, and photo;</p> <p>(E) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding consonant changes (including /t/ to /sh/ such as in select and selection;</p> <p>(ii) decoding and encoding /k/ to /sh/ such as in music and musician;</p> <p>(iii) decoding and encoding vowel changes including long to short such as in define to definition;</p> <p>(iv) decoding and encoding silent and sounded consonants such as sign to signal; and</p> <p>(v) decoding and encoding base words with affixes, including de-, semi-, trans-, super-, anti-, mid-, -logy, al/ial, -ive, and -ous/-eous/iou;</p>
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information about the major research question.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry process for self-selected and assigned purposes. The student is expected to:</p> <p>(A) generate and clarify student selected questions based on teacher selected topics for formal and informal inquiry</p> <p>(B) follow the research plan with teacher support</p>
<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</p> <p>(B) differentiate between primary and secondary sources;</p> <p>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry process for self-selected and assigned purposes. The student is expected to:</p> <p>(C) analyze and organize collected information from a variety of sources</p> <p>(D) differentiate between primary and secondary sources</p>

<p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	
<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</p> <p>(B) evaluate the relevance, validity, and reliability of sources for the research.</p>	
<p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(A) compiles important information from multiple sources;</p> <p>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>(C) presents the findings in a consistent format; and</p> <p>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) develop oral language through listening and speaking by:</p> <p>(iii) giving descriptive, informative and procedural presentations;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) paraphrase, or summarize texts in ways that maintain meaning and logical order and.</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry process for self-selected and assigned purposes. The student is expected to:</p> <p>(E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media</p> <p>(i) develop a bibliography of sources used</p> <p>(ii) differentiate between paraphrasing and plagiarism to use source materials ethically</p> <p>(F) incorporate digital technology, when appropriate</p>
<p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate decode and encode. Students apply knowledge and</p>

<p>(B) follow, restate, and give oral instructions that include multiple action steps; and</p> <p>(C) determine both main and supporting ideas in the speaker's message.</p>	<p>relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(iv) listening to and drawing conclusions in content learning activities;</p> <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively to interpret verbal and nonverbal messages and ask clarifying questions;</p> <p>(D) determine speakers main message; and</p>
<p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) develop oral language through listening and speaking by:</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p>
<p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) develop oral language through listening and speaking by:</p> <p>(vi) developing social communication such as, providing peers with constructive praise and feedback, using oral language to explore, negotiate, and solve problems; and</p> <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p>

	<p>(C) participate in teacher- and student-led discussions by speaking coherently with appropriate detail about the topic and providing suggestions that build upon the ideas of others;</p> <p>(B) work productively with others by following agreed-upon rules for discussion to develop a plan with clear goals.</p>
<p>Figure 19</p>	
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. Students are expected to:</p> <p>(A) make and confirm predictions using text features, elements, and structures ;</p> <p>(B) generate questions about text before, during, and after to deepen understanding and gain information;</p> <p>(C) create mental images to deepen understanding;</p> <p>(D) make connections to personal experiences, ideas in other texts, and the larger community to activate prior knowledge;</p> <p>(E) make inferences and use evidence to support understanding;</p> <p>(F) prioritize information read to determine what is most important;</p> <p>(G) synthesize information to create new understanding;</p> <p>(H) establish purpose for reading assigned and self-selected texts ; and</p> <p>(I) monitor comprehension making corrections and adjustments when understanding breaks down.</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) paraphrase, or summarize texts in ways that maintain meaning and logical order and.</p>
	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) develop oral language through listening and speaking by:</p>

	<p>(v) conducting an interview, including social, informative, and literary;</p> <p>(vii) using oral language to inform, to persuade, and to entertain</p>
	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) describe multiple perspectives including personal, character, and author and support with text;</p> <p>(E) discuss similarities and differences across a variety of sources.</p>
	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(D) reflect on the effectiveness of collaboration.</p>
	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and analyze the audience purpose, and message within texts;</p> <p>(C) identify and explain author's use of print and graphic features to achieve specific purposes</p> <p>(G) identify and explain the use of literary devices when used rhetorically, including exaggeration and emotional appeals</p>